

(Proposed revisions 02/2012)

**THESES AND FINAL PROJECTS
PREPARATION MANUAL**



LSUS Graduate Council

THESES AND FINAL PROJECTS
PREPARATION MANUAL
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THE MASTER'S THESIS AND FINAL PROJECT

The purpose of a thesis or final project is to demonstrate a candidate's competence to investigate a significant research topic and to report findings with full development, proper documentation, and complete tabular presentation (when appropriate), in a readable style. The ideal thesis will make an original contribution to knowledge about and/or interpretation of the topic.

Selecting a subject which is worthy of investigation is one of the most significant aspects of graduate work. Such a topic should never be chosen without thoughtful consideration by the candidate and the recommendation of the graduate advisor, after which the candidate's Advisory Committee must approve the topic. A full prospectus is required of candidates prior to intensive thesis work by most departments.

The thesis must reflect a comprehensive understanding of the pertinent literature (which must be properly cited) and must express clearly and grammatically the method, significance, and results of the candidate's research. The length of the completed manuscript should be no longer than is necessary to present all pertinent information. This length will, of course, vary widely according to research topics, academic disciplines, and the degree being sought.

The thesis should be a single unit of scholarly narrative, reporting the original work done by the candidate under the supervision of one or more members of the Graduate Faculty. Generally, the candidate should submit chapters as they are completed so that the Advisory Committee may properly guide the candidate.

Some programs allow a candidate to submit a thesis-equivalent project with a written critical introduction rather than the traditional text-only thesis. These projects vary widely according to discipline; examples include a semester of hands-on experience in the field (with appropriate documentation) or a creative project such as a play or short film (again with production notes and a description of the process). The written component of the project should be at least twenty pages submitted in the same format described here for the traditional thesis. The textual evidence of the project (surveys, statistics, graphs, event-programs, etc.) should be included in the Appendix. Where appropriate, DVDs or similar items should be submitted with the bound text.

ACADEMIC INTEGRITY

It is the cardinal principle in research that one cites the sources of ideas and information, giving credit to other writers for ideas or quotations cited in research. Breaches of academic honesty can result in disciplinary measures including expulsion from the University. For further information involving expected conduct regarding student work, see the [LSUS Student Handbook](#) and Section 5 under the Student Conduct Code for clarification:

http://www.lsus.edu/studenthandbook/srr_code.asp

THE GRADUATE COUNCIL'S REGULATIONS

The material in this booklet offer general information relating to the preparation of theses and is provided to assist candidates in meeting the standards of form, arrangement, and reproduction which have been established by the Graduate Council for candidates seeking graduate degrees at Louisiana State University in Shreveport. Because it will be used by candidates in different

disciplines, many of the writing practices and mechanical forms cannot be phrased in specific or absolute terms. The general principles of scholarly communication, however, do apply throughout the academic profession.

The regulations established here by the Graduate Council should be supplemented by the thesis manuals adopted by the various faculties of departments where graduate programs are offered in the University to provide the candidate with specific, detailed information relating to the established scholarly writing practices within particular academic areas. Should there be conflict, however, between the recommendations of the specialized manuals and the regulations established here, the candidate will be required to conform to the instructions given in this booklet, approved by the Graduate Council of LSUS in regards to page set-up and numbering of pages. For conformity, candidates following APA style should not use running heads and headers as would be used in manuscript submissions.

When the candidate encounters technical problems that are not covered by these instructions or practices that seem to vary from those discussed here, he or she should seek the advice of the faculty advisor and, in certain instances, consult with the Dean of Graduate Studies. The time to find out the proper form for the submission of theses should be prior to the final draft of the work.

Candidates are expected to conduct their own research and run their own statistical analyses. The Advisory Committee's role is strictly to serve as advisors.

I. GUIDELINES FOR COMPLETING A PROSPECTUS/THESIS

Registering for Thesis Hours: In most programs, a total of 6 hours of thesis credit and an approved thesis are required in order to graduate. Specific prerequisite requirements can be located in the catalog of the respective departments. Consent of the advisor and the Graduate Program Director is required to enroll in thesis hours. A three-hour thesis course may be taken during the summer, but it will only be offered during Session I (both June and July). In many departments, approval from the Institutional Review Board (See Appendix A), a **STATEMENT OF INTENT TO COMPLETE A THESIS** form, (See Appendix B), and Addendum are required.

The Prospectus: For departments requiring a prospectus, the signed INTENT TO COMPLETE A THESIS form, Addendum, or Statement of Purpose, and IRB (if applicable) must be on file no later than midterm of the semester prior to enrolling in thesis hours. These documents outline the focus and argument of the thesis. While the thesis may be different from the prospectus, it should not vary from it too widely. The prospectus demonstrates serious thought organized into a coherent plan. It also demonstrates preliminary research supporting the proposed study.

An initial step in the thesis process is to identify three faculty members who will work closely with the candidate as committee members. The candidate's faculty advisor or the Graduate Program Director can assist in suggesting appropriate faculty. All committee members must have graduate status.

Structure of the Prospectus/Intent Form: The INTENT TO COMPLETE A THESIS form is the first page of the Prospectus. The attached addendum to the prospectus should present ideas for the project:

- (1) Background context is provided in terms of research pertaining to the issue. The argument or thesis to be explored is stated with a motivating question or argument. The addendum is not solely a description of an issue, but the framework of a problem or concern that can be proved or defended.
- (2) The proposed methodology is presented. The candidate states the primary method of data collection and analysis demonstrating how this approach differs from those taken by other critics and scholars. Guidance from faculty for statistical analysis is permissible; however, candidates are expected to conduct their own analysis and be able to defend it.
- (3) The addendum includes a breakdown of each chapter. A brief paragraph (two to three sentences) is needed to describe: a) the introduction, b) each chapter, and c) the conclusion. Although each of these sections may change, these descriptions are needed for organization and clarity when beginning the thesis.
- (4) The last section of the prospectus should be a working bibliography/reference section. It contains a list of books and articles already read that relate directly to the study. This list should be typed in the style used by the candidate's department (MLA, APA, etc.).

A completed IRB is attached as well. Not all departments require an IRB. Check with the Graduate Program Director to see if an IRB is required.

Overview of Procedures for Thesis Hours: In departments requiring a Prospectus, the Prospectus is approved prior to enrollment in thesis hours. Once approved, candidates complete a chapter at a time and submit it to the committee. Committee members usually return chapters with revision requests within three weeks. While the candidate is waiting for a chapter to be returned, he or she begins work on the next chapter. The Graduation Check Out is completed the first semester of thesis hours. The deadline for completion of thesis is 4 weeks before the semester ends. This date is published each semester in the University Calendar.

The Defense: The thesis defense must be scheduled well in advance of the published university date for the Submission of Thesis (see calendar online). It may not be scheduled until each member of the committee is satisfied with the candidate's work. Once the committee requires no further corrections or changes, the thesis defense is scheduled with the Graduate Program Director. Three copies of the thesis are brought to the defense. (See the guidelines that follow.) The defense meeting generally lasts an hour. Present at this thesis defense are the thesis committee, the Graduate Program Director, and sometimes the Chair of the department and/or the Dean of the college. Invited guests may also attend. The candidate will make a brief presentation about the thesis and its main ideas. After that, the committee will ask questions about issues arising from the candidate's work. After the defense, the committee will excuse the candidate from the room while they discuss the thesis. If the thesis is approved, it is signed by all committee members.

After The Defense: Once the thesis defense is passed, the thesis is presented to the Graduate Program Director and the Dean of the college for approval. Each will sign on the *Signed Thesis Approval Sheet* if he/she does not require further corrections. The *Signed Thesis Approval Sheet* with signatures is done on the special paper. If any corrections are needed, these will be made before the thesis can be fully approved. Consult the *LSUS Catalog for the Last Day for*

Submission of Thesis, which is the last day that it can be turned in to the Dean of Graduate Studies. (This is after all other signatures have been secured.) Once the Dean of Graduate Studies has signed, the candidate makes the appropriate number of copies (See Section VIII, page 9).

II. FORMAT AND SEQUENCE OF THESIS SECTIONS

The various sections of the completed thesis should be submitted in the order listed below. Candidates should notice that all material preceding "Chapter I" (or "Chapter 1: Introduction," or "Introduction") is assigned a number in lower case Roman numerals. Other page numbers (including numbering of all tables) are placed in the upper right-hand corner of the page. The general rule is that every page must be numbered or accounted for in the numbering.

Blank fly leaf: Must be included but is not a part of the thesis and not counted in the page numbering.

Title page: Not numbered but counted as if it were number i. For a sample title page, see Appendix C, p. 14.

Library Use page: Not numbered but counted as if it were numbered ii. For sample page, see Appendix C, p. 15.

Signature page: Not numbered, but counted as if it were numbered iii. For signature page, see Appendix C, p. 16.

Abstract: First numbered page (iv) at bottom in center, beginning with the next highest; subsequent pages (if abstract extends on second page) numbered at top, right. Abstract is generally shorter than 2 pages. For sample abstract, see Appendix C, p. 17.

Preface: Not generally included in a thesis, but if included, first page numbered at bottom in center, beginning with the next highest number after the abstract; subsequent pages numbered at top, right. For sample Preface, see Appendix C, p. 18.

Acknowledgments (optional): First page numbered at bottom in center beginning with the next highest number after the last page of the preface (or abstract if there is no preface); subsequent pages numbered at top, right. For sample Acknowledgments, see Appendix C, p.19.

Table of Contents: First page numbered at bottom in center with next highest number after last page of Acknowledgments; subsequent pages numbered at top, right. For sample Table of Contents page, see Appendix C, p. 20.

List of Tables: First page numbered at bottom in center with next highest number after last page of Table of Contents; subsequent pages numbered at top, right. For sample List of Tables, see Appendix C, p. 21.

List of Figures: First page numbered at bottom in center with next highest number after last page of List of Tables or Table of Contents; subsequent pages numbered at top, right. For sample List of Figures page, see Appendix C, p. 22.

Chapter I (or Chapter I: Introduction, or Introduction): First page numbered at bottom in center beginning with 1 (this and all subsequent pages are numbered with Arabic numerals). Subsequent pages in text numbered at top, right. Pages on which new chapters begin should be numbered at bottom in center. See Appendix C, p. 23.

Bibliography (or References or Works Cited): First page numbered at bottom in center with next highest number after last page of text; subsequent pages numbered at top, right. See Appendix C, p. 25.

Appendix: Pages are numbered continuously with the rest of the thesis. In science-related theses, the Abbreviations page is usually the first page of the Appendix. C, p. 29.

Biographical Sketch of the Author: First page numbered at bottom in center; subsequent pages numbered at top, right. The biographical sketch of the author should be paged continuously with the rest of the thesis or formal project. See Appendix C, p. 30.

Blank fly leaf: Must be included but is not a part of the thesis and is not counted in the page numbering.

III. WORD PROCESSING AND REPRODUCING MATERIAL

Word-Processing: The text is double-spaced. Copies from word-processed text must be produced so as to provide clear and permanent "letter quality." Right-margin justification is not recommended unless proportional spacing is used. Requirements for paper quality apply regardless of the production method (see below).

Margin: The left-hand margin must be one and one-half inches. The right-hand margin must be one inch; although this margin cannot be exact, wide variations from the standard will not be accepted. The top and bottom margins for the first and last lines of type on the page must be one inch. The margin above the chapter titles and pages on which the major sections of the thesis begin should be two inches. Material will not be rejected for minute variations.

Paper: The paper for the thesis and the copies should be twenty-pound white bond paper of twenty-five per cent rag (cotton fiber) content. Size should be eight and one-half by eleven inches. Paper must be uniform throughout the thesis and copies, including material in appendices. If the Advisory Committee agrees, the copy submitted for the defense may be on regular paper with the understanding that the special paper will be used to make the three copies once all corrections are made. The candidate will bring three copies of the Signature Page printed on the special paper for signatures.

Corrections: Any correction which is noticeable on the final printed copy is not acceptable.

Oversized items: The Table of Contents should list and identify any appendices which cannot be found within the text, such as audio and video recordings, art work, or materials in pockets inside the cover boards.

Graphs, tables, and illustrations: Graphs, tables, and illustrations should be digitized and included in the text or Appendix. If the illustrations consist of both plates and figures, the list may be divided under the sub-headings "Plates" and "Figures" with individual numbers, titles, and page numbers shown for each kind.

Questionnaires: The type and paper used for letters, questionnaires, and other material included in the Appendix must be uniform with the type and paper used throughout the body of the text of the thesis or final project. Photocopies of originals may be used if they are of good quality on paper like that of the text.

IV. DOCUMENTATION

Controlling Principles. The sources of ideas and information must be cited, giving credit to other writers for ideas or quotations included in the thesis. Not only do these citations provide the reader with easy access to the original for confirmation of accuracy, but these citations validate one's argument or presentation.

In addition, use of some materials (such as reproductions of works of art, archival records, and private papers) may necessitate getting formal permissions from proper authorities. Copyright Law of the United States and Related Laws Contained in Title 17 of the United States Code (dated October 2011) specifically prohibit reproducing copyrighted works without permission. This regulation applies to published and non-published works, photographs, drawings, maps, computer programs, and audio and video recordings. The Fair Use Doctrine allows for limited reproduction of some works depending on the purpose of the use, the nature of the copyrighted work, the amount of the total work that is used, and the effect the use will have on the commercial potential of the original work.

Styles of Documentation. There are several common styles of documentation. Depending on the nature of one's research, the discipline within which one is working, and the desires of the advisor or committee, the thesis writer will work within some standard style. Among the most common are those produced by the Modern Language Association, the American Psychological Association, and the University of Chicago. Refer to the Graduate Program Director for the style used by your department.

V. QUOTATIONS

Candidates are cautioned against quoting excessively in theses. Quotations should be used only when the actual words of the source are essential to the argument advanced by the candidate, or when another writer has stated an idea in a definitive form. The quoted material should consist only of that which is the essence or vital part of the other writer's work. Wherever possible, long quotations should be avoided; instead, paraphrases should be used and, if necessary, long quotations should be broken up into short quotations. Quotations consisting of a single sentence may extend over four or five lines in the text if the material is closely related to the candidate's argument or discussion. When in doubt on the form that quotations should take, consult with the director about the use, length, and style of presentation of quotations.

VI. SPECIAL INSTRUCTIONS ON INDIVIDUAL SECTIONS

Title Page: Wording of this page must conform to the pattern established in the sample found in Appendix C, p. 14.

Signature Page: A sample signature page may be found in the Appendix C, p. 16. After the Advisory committee has accepted the final copy of the thesis or project, the director of the thesis signs the right-hand side of the page and the Dean of Graduate Studies in the lower left position. Care should be taken to see that titles of the signers are correct. Usually six signatures are required: the director of the thesis and the two members of the candidate's committee, the director of the specific graduate program, the dean of the college housing the candidate's department, and the Dean of Graduate Studies.

Abstract: An abstract is a brief summary or statement of the problem and what has been accomplished in the thesis. Abstracts for master's theses should be less than two pages in length. For an example, see the Appendix C, p. 17. One extra copy of the abstract must be submitted to the Office of Academic Affairs with the thesis.

Abstracts should contain the following information in the form illustrated by the sample abstract in the Appendix:

- The exact name of the candidate in upper case letters, with the surname first
- The exact name of the candidate's undergraduate degree, the name of the institution conferring this degree, and the date of the degree
- The name of the graduate degree the candidate expects to receive (do not include the department major)
- "Louisiana State University Shreveport" to indicate the institution which is granting the degree
- The year in which the degree is to be conferred
- The title of the thesis in upper-case letters
- The phrase "Thesis directed by..." followed by the name, including initials or first name of the director of the thesis
- The number of pages in the thesis and the number of words in the abstract

Dedication, Preface, Foreword, Acknowledgments, and Introductions: Except in unusual circumstances, theses are not "*Dedicated*." The dedication page, when it appears, follows the signature page. It is not numbered but counted in the numbering of the preparatory material.

The concept of such terms as *preface*, *foreword*, *acknowledgments*, and *introduction* and their use in theses vary widely from field to field, institution to institution, and even department to department. Although there is considerable latitude, the advice given here represents an effort to provide some uniformity to the use and meaning of these terms at this university.

Because too many readers and editors the term "*foreword*" implies a statement regarding a text that is made by someone other than the author, and because no such statement seems appropriate in a thesis, the term should not be used.

A *Preface* is not generally included in a thesis unless the author wishes to make statements about the reasons for undertaking the work, or wishes to include a brief history or discussion of the development of the research (where such information would aid the reader in understanding the significance, argument, or import of the text), or, independently of the text, to make some general remarks about the historical perspective of this contribution. If the author writes a short preface of this nature, it may include brief acknowledgments or permissions granted to use previously published material or manuscripts. If this section consists only of such acknowledgments, it should be entitled *Acknowledgments*. The Preface is signed only when there might be some doubt about its authorship.

In the *Acknowledgments*, the author recognizes his or her indebtedness and expresses appreciation to persons, publishers, or institutions for assistance in the preparation or development of the thesis. Usually the writer at least mentions the contributions of the advisory committee, particularly those of the thesis director, and states the permissions received to use or examine privileged material. When the candidate has received financial assistance from grant funds, fellowships, or assistantships which has helped to make possible the completion of his or her research, acknowledgment is customarily made of it in this section of the paper. Candidates who are writing acknowledgments are advised to examine several "acknowledgments" in books before writing this page. Acknowledgments are usually not signed.

Material that the reader must see before he or she can properly understand the contents of the thesis should be entitled "*Introduction*," placed at the beginning of the text itself, and paged in Arabic numbers as part of the text of the thesis. Sometimes, very short introductions are included with the preliminary material and paged in Roman numerals, but the recommended practice is to make the Introduction a part of the text itself.

Table of Contents: If there are no preliminary pages (i.e., preface or acknowledgments), the table of contents page will always be numbered with the next highest number after the abstract (in the center of the page, at the bottom). The margin at the top of the page should be two inches. The title page, copyright page, and the signature page are never included in the table of contents. Since the preface and the acknowledgments also precede the contents page, they are not included in the table of contents. Only the material that follows the table of contents page is included in it.

The sample table of contents page included in Appendix C, p. 20 should serve as a guide to recommended practice. The candidate should notice that where Roman numerals are used to number chapters, indentation should be wide enough to compensate for the variation in the number of characters required to form the number. Thus, if there are eight chapters, the indentation for the first chapter (I.) should be sufficient to allow the period following Chapter VIII to be in alignment with the period after Chapter I. In other words, the periods must align.

Capitalization should be consistent throughout the Table of Contents. Dots or periods between titles and the page number column should align (a space precedes each dot) and indentation should be uniform.

List of Tables and List of Figures: Numbering, margins, and format of the List of Tables and List of Figures pages should conform to the format given above for Table of Contents. See the examples in Appendix C, pp. 21-22.

Bibliography or References (Works Cited) and Appendices: For the form of the *Bibliography (References or Works Cited)*, candidates should follow the recommendations of the particular style manual adopted by their departments as a guide in the preparation of theses. Among the most common errors found in the bibliography are failure to alphabetize entries and failure to italicize. In addition, candidates should check to make certain that notes, lists of works cited, and bibliographical entries are consistent with each other in regard to spelling, titles, capitalization, dates, volume numbers, page numbers, etc.

Pages of the *Appendix* are numbered continuously with the rest of the thesis. The first page of text of the Appendix is numbered at the top. Subsequent pages of the Appendix are numbered at top, right. If only one Appendix is used, label it APPENDIX with its title on the next line (See Appendix C, p. 29). If multiple Appendices are used, label each with a capital letter – APPENDIX A and title on the next line, APPENDIX B with title, etc. in the order in which the Appendix is mentioned in the main text.

Biographical Sketch of the Author: The writer of the thesis must provide a biographical sketch of herself or himself as the final section of the work. It should be written in the third person and should be included as the last entry in the table of contents. Although considerable latitude is permitted in the selection of appropriate material for this sketch, the following information should be included:

- Full name and date of birth of the candidate
- High school(s) and college(s) attended with dates and dates of degrees
- Honors and major interests
- Military and work experience with dates and places
- Career and objectives
- City and state (or country) of residence

VII. PROOFREADING

The responsibility for proofreading the thesis rests upon the candidates. They are responsible for correcting their own errors which are found in proofreading. Proofreading is more than just checking for typographical errors; it includes final checks, for example, of the accuracy of quotations and page references. Do not put the last line of a paragraph alone at the top of a page or the first line of a paragraph at the bottom of a page. Likewise, do not have a heading as the last line of a page.

VIII. NUMBER OF COPIES AND BINDING

At least three copies of the thesis on the special paper must be deposited (in person) in the Office of Academic Affairs at least two weeks prior to the last day of classes of the semester in which the candidate expects to graduate. Two copies go later to the Library. A third copy goes to the candidate's college. Most departments require the candidate to submit at least one additional copy of the thesis to the department. A candidate should inquire of his or her thesis or project director about this requirement.

The binding of the three "official" copies must be "library quality" and must follow regulations issued by the Dean of Graduate Studies. The binding of additional copies for the department,

committee members, or the candidate's own copy is available through the library at a moderate cost. For some kinds of binding other than library quality, the university bookstore can provide assistance if the candidate makes prior arrangements.

APPENDIX A

PROJECT SUMMARY for the Institutional Review Board (IRB)			
Project Title:			
This is a (check one)	New Project		Renewal*
	Summary*		Revised Project
Principal Investigator:			
Title:		Phone No.	
Other Investigators:			
Name:			
Title:		Phone No.	
Name:			
Title		Phone No.	
Funding Agency (if appropriate):			
Project starting date:		Duration of project:	
Objectives:			
Will humans or animals be used? And if so how?			
How many subjects will be used?			
How much time will be required of each human subject?			
How will human subjects be selected?			

PROJECT SUMMARY
for the
Institutional Review Board (IRB)

Name the sources of animal or human subjects.

Are there any deceptive, threatening, or objectionable aspects to the project? If so, describe in detail.

In projects using human subjects, how will confidentiality be maintained?

Attach the following, if used: Consent form, all response sheets used by human subjects, and debriefing sheets. If the project is approved the IRB reserves the right for continuing review at any time for its duration. Upon completion, of the project a copy of any report (or reprint of a journal article) should be submitted to the IRB for permanent record.

Signatures:

Principal Investigator:

Department Chair:

Received by Chairman of IRB

Submitted to IRB

Reviewed by IRB

Unconditional Approval:

Recommendations:

Conditional Approval

Required Changes:

Approval of Associate Vice Chancellor, Academic Affairs

Date

APPENDIX B

STATEMENT OF INTENT TO COMPLETE A THESIS

Louisiana State University Shreveport

Program

THESIS PROPOSAL COVER SHEET

Name:	Student Number:
Specialty Area:	Date:

Anticipated Title of Thesis:

Brief Description of Thesis Investigation and Study Design: (Attach IRB and Addendum which outlines the focus and argument of your thesis – See Guidelines for Completing a Prospectus/Thesis for details)

***First Semester to be enrolled in Thesis hours.** _____
Number of credit hours taken during this semester. _____
Second Semester to be enrolled in Thesis hours, if applicable. _____
Anticipated Graduation Date: _____
 _____ **Candidate's Signature**

***Candidates may take 3 hours during the summer term, but this applies only to Session I (June and July).**

SIGNATURE	DEPARTMENT	MEMBER
		Committee Chair
		Committee Member
		Committee Member
		Program Director
		Dean, College
		Dean, Graduate Studies

Signatures indicate that the thesis proposal has been approved. Candidates will not be allowed to defend the thesis unless they have this form on file prior to their defense date.

APPENDIX C

NOTE: *The following pages are examples of thesis page numbering format. A variety of theses from different disciplines were used.*

THE LANGUAGE OF MYSTICISM

A Thesis

Presented to

The Graduate Faculty

LOUISIANA STATE UNIVERSITY SHREVEPORT

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Liberal Arts

By

Elise R. Parker

May 2009

Sample - Title Page

The Title Page is not numbered but counted as if it were numbered *i*.

USE OF MANUSCRIPT THESES AND MATERIALS

Unpublished theses and materials submitted for the Master's and Specialist Degrees and deposited in the Noel Memorial Library of Louisiana State University Shreveport are available for inspection. Use of such material is limited by the rights of the author.

Bibliographical references may be noted, but passages may not be copied unless the author has given permission. Videotapes may not be copied without specific permission. Credit must be given in subsequent written or published work. A library which borrows this thesis or material for use by its clientele is expected to make sure that the borrower is aware of these restrictions.

NOEL MEMORIAL LIBRARY
LOUISIANA STATE UNIVERSITY SHREVEPORT

(Students wishing to register their work for copyright purposes should contact the Copyright Office, Library of Congress, Washington, D.C. 20559).

Sample - *Library Use Page*

It is not numbered but is counted as if it were numbered *ii*.

QUILTMaking TRADITIONS IN LOUISIANA

PRIOR TO 1945

By

Judith A. Godfrey

Approved:

Dr. [name]
Director of Graduate Program

Dr. [name]
Chair, Thesis Committee

Dr. [name]
Dean of [College]

Dr. [name]
Member, Thesis Committee

Dr. [name]
Dean of Graduate Studies

Dr. [name]
Member, Thesis Committee

Sample-Signature Page

It is not numbered but counted as if it were numbered iii.

FLANAGAN, BRIAN C.

B.M., Berklee College of Music, 2005

Master of Arts, Spring Commencement, 2010, Louisiana State University in Shreveport

Title of Project: FROM COTTONFIELDS TO CLASSROOMS: THE FOUNDING OF
LSU IN SHREVEPORT

Thesis directed by Dr. Laura L. McLemore

Pages in Thesis: 53

Words in abstract: 170

ABSTRACT

The lengthy and controversial campaign to establish a branch of Louisiana State University in Shreveport began in the 1930s and persisted for nearly thirty years. During this time, the vision for the college changed several times, from a two-year junior college, to a full four-year university, to finally a two-year commuter college. This issue incited passionate debate among many Louisiana state legislators, governors, colleges, civic organizations, and private citizens all involved in a tug-of-war to influence the outcome. Ultimately, these efforts came to a successful conclusion during the legislative session on June 27, 1964 when Governor John McKeithen signed Act No. 41 into law, thereby authorizing the creation of a two-year branch of LSU in the Shreveport area. With expanded detail and more thorough research, this project is intended to not only broaden, but replace an essay of the same title completed by the author in March 2009. This thesis equivalent final project is intended be a narrative account of the efforts that led to the eventual establishment of LSU-Shreveport.

Sample – Abstract

It is first numbered page in small Roman Numerals at bottom, center. If Abstract, is two pages long, the second page is numbered at top, right.

PREFACE

I have always been a gifted child. I went the first nineteen years of my life, however, with a sketchy and barely discernible understanding of what that meant. It is true that I knew that I was different, but I understood more clearly that it was also abnormal and shameful to be brighter and faster and cleverer than my classmates. I downplayed my understanding, I stepped back from intellectual confrontation, and I chose to hide my unusual interests from my teachers and parents; when I did all of this to fit in with my classmates and please the adults in my life, I didn't realize then that I would never get to remake those choices or that bending to social pressure would be, in the end, regrettable. In the years of adolescence one's interest and imagination will never be stronger, and one's ideas will never be weirder or more fantastic. As I get older it is harder and harder to get back to that magical, ingenious world.

With this in mind, I present research with the hope that a surplus of information and research will somehow counteract the social pressure and harmful myths that quiet the intellectuals, frighten the imaginative, stigmatize the geniuses, and contain the disobedient, irrepressible excitement of gifted children and adolescents in the name of *fitting in* and *getting along*.

Sample – Preface

It follows with small Roman numeral after Abstract, in bottom center. Subsequent pages of Preface, if it exceeds one page, are numbered at top, right.

ACKNOWLEDGEMENTS

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CHAPTER I: INTRODUCTION

“Gifted and talented” is not something you can take up lightly on free weekends. It’s something that’s going to affect everything about your life, twenty-four hours a day, 365-1/4 days a year. It’s something that can force you into being mature before you might be ready; it’s something that can go all wrong on you and leave you torn apart. -a gifted child, from The American Association for Gifted Children (1979)

Adolescence is a time of physical, intellectual, social, and emotional development. Giftedness has a unique impact on the social and emotional development of individuals, especially during the tumultuous teenage years (Chan, 2009; Dixon, Scheidegger, and McWhirter, 2009). Currently, gifted programs in the United States serve around 3 million students, of whom approximately half are adolescents (Curby, Rudasill, Rimm-Kaufman, and Konold, 2008). In these programs, giftedness has been defined in a number of ways by educators, administrators, policy-makers, and researchers. Generally *giftedness* is a label for high intelligence, identifying students who score in the upper 2 ½ to 3% on intelligence tests (Clark, 2007). The range of giftedness spans about 70 IQ points, between 130 IQ and approximately 200 IQ. The label *gifted* is not the same as *genius*; only a small fraction of the gifted (130 IQ and above) are geniuses, or exceptionally gifted (140 IQ and above). Giftedness is defined by federal law according to the Federal Education Consolidation and Improvement Act of 1981, Public Law 97-35:

Gifted and talented children are now referred to as, “children who give evidence of high performance capability in areas such as intelligence, creative, artistic, leadership capacity, or special academic fields, and who require services

or activities not ordinarily provided by the school in order to fully develop such capabilities.” (Clark, 2007, p. 16)

The range of giftedness and gifted students is exceedingly diverse, and it is accepted that students can display giftedness in an infinite number of ways (Bracken and Brown, 2008).

The population of adolescents labeled *gifted* varies from individual to individual, each of whom displays specific social and emotional characteristics according to his or her unique cognitive and affective needs. In past research, studies on the social and emotional development of gifted individuals have focused on gifted students with learning disabilities, gifted underachievers, and perfectionists (Chan, 2009; Curby et al., 2008; Speirs Neumeister and Finch, 2006). These groups of students display unique social and emotional characteristics that may result in negative academic performance. Such focus on the negative aspects of giftedness may have, in the past, led to the misconception that gifted students are socially disadvantaged.

Louis Terman is credited with first dispelling the notion that gifted children are doomed to poor health, social isolation, and mental instability, based on a research study begun in 1921. Instead, Terman concluded that, on average, gifted students were superior to their peers both physically and academically. Most were emotionally stable and well-adjusted. He also noted that gifted children differed from each other in an unlimited number of ways, recommending that gifted children should not be stereotyped. Terman was also the first to suggest that the gifted have different academic needs (Clark, 2007). Gifted students’ social

Sample- Chapter I

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APPENDIX

ABBREVIATIONS

ABA	Abscisic acid
AP	Ascorbate peroxidase
ATP	Adenosine triphosphate
cAMP	Cyclic adenosine monophosphate
Cl	Chloride ion
cGMP	Cyclic guanosine monophosphate
GDP	Guanosine diphosphate
GR	Glutathione reductase
GTP	Guanosine triphosphate
H ₂ O ₂	Hydrogen peroxide
K ⁺	Potassium
LiCl	Lithium chloride
Na ⁺	Sodium ion
PLC	Phospholipase C
PLD	Phospholipase D
ROMs	Reactive oxygen metabolites
SOD	Superoxide dismutase

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Sample - Appendix

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BIOGRAPHICAL SKETCH OF AUTHOR

Elise Ridolphi Parker was born on February 17, 1968, in Memphis, Tennessee. She attended St. Agnes Academy in Memphis and received the Bachelor of Arts Degree from Louisiana State University in Shreveport in 2002. Elise is married to Chad Parker and is the mother of four beautiful children. Her major interests include creative writing and reading. Currently, Elise is teaching 9th Grade Literature at a private Christian school in Shreveport, Louisiana. Her career objectives are to continue teaching and to pursue her doctoral degree when time permits.

Sample - *Biographical Sketch of Author*

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